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ABSTRACT

The West 80th Street Day Care Center represents a community effort to meet the needs of the children and parents in the New York ghetto area it serves. The heart of the program and a major reason for its success is the fact that the center is community-controlled, with an unusually high degree of parent involvement. To help improve the lives of whole families, not just the children in the day care program, the center is very involved in social action programs, counseling and referrals, offers help to older children, and acts in special emergency situations. The educational program is based on the premise that a child's education cannot be isolated from the social system in which it takes place. The children are taught about the dangers of drugs on the streets, and in all educational activities (which include many field trips) the center tries to link what the children see in the classroom with what they experience daily in the community. A special emphasis is placed on development of language skills and a good self image. In this report, background information is given on the center, and also details of program organization, staffing, and budget. Physical facilities are very poor (the center is located in an old restaurant), but through community efforts money has been raised for a new building. (NH)

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DAY CARE PROGRAMS

REPRINT SERIES

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"ALL KINDS OF LOVE--

IN A CHINESE RESTAURANT"

West 80th Street Day Care Center
New York, New York

Principal Author: Mary Rowe

Field Observers: Harry Etukudo
Jerry Kearse
Mel Moore

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

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National Center for Educational Communication

TABLE OF CONTENTS

	Page
At A Glance	1
West 80th Street, November, 1970	3
Notable Elements	7
Community Control	7
Community Organization	9
Educational Program	10
Background Information	14
History	15
Community	15
Parents	16
Basic Program	17
Education	19
Food	19
Health	19
Transportation	19
Social Services	20
Job Training	20
Parent Education	21
Community Organization	21
The Organization	20
Policymaking	23
Staff Organization	24

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Volunteers 24

Organization Chart 25

Staff Training and Development 26

Staff Meetings and Records 26

Staff Roster 27

Co-directors' Time-Use Chart 28

How Resources Are Used 26

In Conclusion 28

AT A GLANCE

GENERAL

SINGLE CENTER in rented building

SPONSORED BY: West 80th Street Association (private, non-profit corporation)

ADMISSION CRITERIA: Financial or social need; preferably community resident.

TOTAL CHILDREN: 42 enrolled/38 A.D.A (24% toddlers, 76% pre-school), 2 - 6 years

TOTAL PAID STAFF: 14 (10 full-time), 522 hours/week

TOTAL IN-KIND STAFF: 2 (full-time), 80 hours/week

HOURS: M-F, 8:00 a.m. - 6:00 p.m., 52 weeks

SPACE (sq. ft./child): Indoor = 60
Outdoor = Central Park

CENTER OPENED: September, 1966

STAFF POSITIONS: Director, Educational Director, Family Worker, Secretary/Bookkeeper, 3 Group Teachers, 5 Assistant Teachers, Cook, Custodian

CONTACT: Director, West 80th Street Day Care
458 Columbus Avenue
New York, New York

212-787-3415

DISTRIBUTIONS

ETHNIC: Children: 35% Black, 28% Spanish-speaking, 15% Anglo, 15% Multiracial, 5% Arabic-Indian, 2% African
Staff: 69% Black, 19% Spanish-speaking, 12% Anglo

SEX: Children: 55% girls, 45% boys; Staff: 75% women, 25% men

OVERALL STAFF/CHILD RATIO: 1 to 2.8

STAFF/CHILD CONTACT HOUR RATIO: 1 to 4.5

FAMILY STATUS: 60% complete, 20% mother only, 5% father only
15% surrogate

PARENT EMPLOYMENT: 71% employed, 3% unemployed

COSTS

TO PARENTS $5 per week per family

TO CENTER: $4,147 per child/year, $1.90 per child/hour

ESTIMATED FUNDING, 1970-71:

N.Y.C. Department of Social Service	$117,000
Parent Fees	8,800
In-Kind	42,200
	$168,000*

NOTABLE ELEMENTS

COMMUNITY CONTROL

COMMUNITY ORGANIZATION

EDUCATIONAL PROGRAM

*Includes $13,000 not reflected in the cost section attributable to the growth costs of this center's recent heavy expansion.

WEST 80TH STREET, NOVEMBER, 1970

The West 80th Street Day Care Center flowers in the middle of a west side ghetto in Manhattan, where people fight rats and roaches in their homes and stay off the streets at night. It's close to fashionable Central Park West, but you can make a drug connection at the corner, and once you turn off the main streets, you'd better walk fast and have someplace to go. It's not a nice place for a kid to grow up.

The center used to be a Chinese restaurant. You enter through doors bearing a black solidarity poster, into a lobby plastered with community self-help information and portraits of famous Blacks. Dominating all is a gigantic picture of a drug addict's arm and needle. It's clear from the minute you get inside that the children of this community have a choice in life: constructive self-help is in, self-corrosion is out.

The building is terrible. Toilets and plumbing are ancient and make a lot of complaining noises. The peeling walls and uneven, splintered floors are a graphic history of floods, rats and roaches. Grease, soot and dust clog corners and crevices. Tiny cubbies line one wall, a threadbare old carpet partially covers the floor. But it's a good place for the kids at the moment. The rooms burst with vitality, with purpose, with music, with love. Equipment is worn like a well used salt lick.

A river of kids streams past a visitor, on their way to the park across the street. Black, Anglo, Chicano, Puerto Rican, tiny-to-small, and lots of adults along on the expedition. They're all unfailingly friendly. The kids are used to seeing people at the center, and newcomers are accepted immediately.

First impressions are easily confirmed. West 80th Street is full of, and dedicated to, self-pride. There is extensive loving

contact between teachers and children. And the center is doing as much for the community as it is for the kids -- ignoring the "guidelines" it is supposed to follow, and it will cheerfully continue to do so, bowling along, getting things done, making a difference.

One of the reasons this center makes a difference is its two co-directors, Mrs. Dorothy Pitman Hughes and Mrs. Grace Richmond. Dorothy founded and organized the center. She is responsible for all the administrative work and community education. When we visited, she was flying from a speech in Philadelphia to a hearing in Washington, busy laying groundwork for the many projects she's always got in her head. She is indefatigable, militant, and highly effective: tall, impressive, with beautiful carriage and a warm wonderful face. Her full-time organizing and fund-raising efforts have initiated dozens of other child care projects, improved state laws, launched many self-help projects in her own community and the city. In three years, she and the community have raised over $400,000 to buy a building shell and renovate it as a new center. The community, with her help, has successfully fought for city acceptance of community residents without formal qualifications as center teachers.

Grace Richmond is primarily in charge of skill education, working the same 12 hour day as Dorothy Hughes. She is tiny, quick elegant. She pays the way for kids going to the zoo out of her own pocket. She has an M. A. in early childhood education. She agonizes every month to get the center bills paid. She spends hours a day with parents, on the phone and at her desk. She is, throughout, a gracious, occasionally flustered, competent professional.

The staff is composed of 11 Blacks, 3 Anglos and 2 Puerto Ricans. Of these, four are men. Ten are involved in teaching. They are assisted by 8 part-time youth workers; 3 Anglos, 1 Black and 4 Spanish-speaking. They keep constant tabs on four or five children,

making sure they have mittens, boots, materials, supervision, and a frequent hug. Kids deal with the same teacher day after day, and the close relationship that develops is also characteristic of the center and its concern for people. Children get a great deal of individual care and attention -- from discussions of problems to a backrub at nap time.

The school has a rabbit, which is a special friend of the cook's. Together, they make the back kitchen-storeroom-office a friendly place especially for the occasional sad child. The passing visitor is offered a hot plate of food as a matter of routine.

The phone never stops. There must be forty calls a day about child care centers, laws, information, or community events. And as many more from parents who don't have children in the center but have "a 12-year-old and this child has nowhere to go this afternoon." The center does everything it can. Other calls are about the City Hall demonstration being organized, the concert Isaac Stern is giving to help the center's fund-raising, the marvelous African Dance program the center staged on Black Solidarity Day in which its own children danced. The program was attended by Anglo and Black parents and visitors, children and teachers. All the kids napped beforehand and then entranced the audience with the beautiful dancing. There's always something going on at West 80th Street.

There's acceptance for everyone inside the center. Outside, it's still a jungle, something the kids have to be protected from. When all 40 children troop off to the park for outdoor play, the center's door is carefully locked, and only three people are left inside. The parents wanted the kids taught about drugs on the street, and the center does this. The kids aren't just told--the job is done graphically, with photographs. "See this guy on the street? See what's in his hand? Yeah, a sugar cube. If some guy tries to give you a sugar cube, you take off..."

ERIC

The West 80th Street Center in November, 1970 was waiting. Waiting for the new building to be ready, waiting to get out of the grime and the make-do, into a clean, new place with lots of room for more kids and the infant program they've wanted for so long. Everyone was anxious to expand, to accomplish more, to get the community together and go on to something else. They place was alive, cheerful, full of people intent on helping themselves and each other. A place for kids.

NOTABLE ELEMENTS

The atmosphere at West 80th Street is unique, but you must look beyond its physical components and the dynamism of its staff to account for the "together" feeling of the place. The multiracial composition of the center does not divide: rather, it is part of the we're-all-in-this-together attitude of the community. It unifies people the way the hardships have. Several aspects of West 80th's programs are worth examining, illustrating the center's approach to its people and the outside world.

Community Control

The heart of the program, and a major reason for its success, is the fact that the center is community-controlled in practice, not just on paper. An unusually high degree of parent involvement ensures this control. The governing board, composed of parents only, oversees administration and operation of the center, from interviewing, hiring and firing staff, through program planning and center budgeting. A more detailed description of the policymaking process is given in the Organization section of this report. This local control is maintained, despite sometimes conflicting city social service regulations which, the community feels, do not take into account the special needs and wishes of those the center serves. Therefore, the center sets its own policies:

1) Parent fees have been determined by the parents themselves. A 3% fee, suggested as a way to get parents involved in the centers, seemed pointless; West 80th Street's parents were already involved. Parents also rejected a sliding scale of fees based on income levels because this system, in ranking the socio-economic status of families, imposed racial and class distinctions. The solution adopted is the same for everyone--$5 per week per family.

2) The center is staffed by para-professionals. Only the director has a degree. Of the four other teachers, two are in training and two have just finished training. If a community member has something to offer and works well in the center, he or she is hired regardless of formal accreditation. In addition, staffing patterns are not the head teacher/teacher aide teams suggested by the city. Staff are regarded as co-teachers in all matters.

3) West 80th Street has built its own curriculum and materials. Again, it is a case of the community defining its needs and making relevant adjustments. The center's educational program is designed for the children it serves, and is thus a specialized curriculum.

4) The assignment of a city caseworker to the center has been a problem. The center refused to accept the "outside" professional assigned to it, whose job description did not reflect the needs of the community people. This resulted in a denial of city funds for that position, which was filled by a community resident paid with other funds. Thanks to group pressure, the city now sees the need for a "Family Worker" and does pay that salary.

In addition to policymaking, West 80th Street involves parents in other ways. The center especially encourages mothers to volunteer as assistant teachers, even if only for a short time. Mothers are also the major source of teacher substitutes. In this way, the center consolidates the link between itself and the home. Parents, through direct experience with the program, can make informed decisions about needs and responses. Parents become advocates for the center once they have been involved, and they have helped substantially in the fund-raising projects which netted the $400,000 toward the new building.

The community controls the center, and does so in its own way. The feeling that people can have an effect, can change their own lives, is a first step toward real self-determination. The problems the center has encountered along the way have merely strengthened the commitment of the community to a better way of life for its people.

Community Organization

If a day care center in a New York City ghetto provided only child care and only for its own child list, so few problems would be touched that there would never be any discernible difference in the community. West 80th Street wants to make a difference. Staff feels that it is not enough to help a child recognize that he is a worthwhile person with some choice in his life, if he then goes home at night to a family victimized by social circumstance and the system in which they live. The center is dedicated to helping its people learn to deal with the system and use it for their own benefit.

Many center efforts are tied to the West Side Community Alliance--the original parental organization for West 80th Street. The Alliance and the center have, for instance, been involved with Operation Move-In, which provided 150 families with better housing--one of the most pressing problems in the area. The Alliance has "liberated" housing by exposing racial discrimination and generated publicity to make others aware of the poverty in the area. Alliance has also championed community control of schools, and other neighborhoods have been encouraged to adopt this approach.

The center has helped other groups to get funded by the city and has brought pressure on the city government to effect changes in its early childhood education and care programs. It has organized job fairs, participated in city hall demonstrations, and conducted voter education and registration.

The center is active in almost everything happening in its community. Center administrators spend hours daily on the telephones, counseling individuals and groups, explaining how to get things done, who to see, how to deal with government agencies and city officials. They have a great deal of experience in these matters, experience particularly helpful to other centers and schools.

The center has also had a lot of experience helping people in emergency situations--every day. In November, 1970, it organized reception and emergency education for over two hundred children dispossessed from impossible housing--not for just overnight, but for the foreseeable future. At least a hundred of these "extra" children will have been cared for all winter by the Alliance and the center.

Educational Program

What makes West 80th Street's educational program outstanding is not so much the specific curriculum or materials used, but the way these things are used for child development.

The center believes that education cannot be isolated from the social system in which it takes place. "School" and "real life" need not, and in fact should not, be separate realms of experience. In all its educational activities, the center tries to establish links between what children see in the classroom and what they experience in the community.

Center staff developed their own curriculum by going out into the community, seeing what was there, and then working out basic concepts and materials which use these resources. Concrete experiences, through visits to various facilities and services, bus trips, and so on, are followed by related stories, music and artwork about those aspects of community life. Teachers often take the children to plays and other events on Saturdays and holidays.

Teachers give particular attention to helping children form good opinions of themselves and their races. Verbal facility and listening skills are also stressed. Activities are designed to improve the child's ability to think, reason and articulate. The center tries also to provide broad and varied experiences to help children understand their community and the world. And finally, in everything the kids do, they are praised, encouraged, and given the all-important chance to succeed in their tasks.

Until West 80th Street moves into its new building, all 37 preschoolers spend their days in one large classroom, divided only by activities for various age and ability groups. Since children are allowed a great deal of freedom, the noise level can be rather high, but no one seems disturbed by it. The walls of the room are lined with child storage closets. There are three groupings of tables and chairs and a television set in the room. Two bathrooms, one adult and one child-sized, lead off this main room. A central kitchen and library-office are located in another part of the rented building across a dim and shabby hall.

The overall space and design of the center are regarded by parents and staff as inadequate, but rearrangements are made from time to time to accommodate changes in activity. The overcrowding will be relieved by the new building, which will be ready in spring, 1971. It will contain five classrooms, two adult baths, six child baths, an all-purpose room, a storeroom, a playroom, a kitchen, and nine offices. The program will be able to handle more pre-schoolers and a badly needed infant program. It will likely handle school-age kids too, since it is doing so now simply by giving them a place to go and study.

Because younger children can often learn quickly from older ones, children are allowed to roam freely from one group to another, although they usually remain in the same activity area. The basic

age groups are two and three-year-olds together, and four and five's together, but this varies according to need -- there is sometimes a further breakdown into three groups.

West 80th Street is considered by the staff as a team teaching school. Three group teachers are, however, generally responsible for supervising the other seven, two of whom are volunteers. Salary increases and promotions are based on time and training done at the center. The teaching staff are free to move around, but like the children, they usually remain in specific activity area. Observers noted that the children in this center receive a considerable amount of attention and instruction. There are at least two, and sometimes three, bilingual Spanish-speaking teachers on hand for children who are not yet comfortable with English. These children get special attention, but the center places emphasis on development of language skills for all its children through extensive conversations, phonics and word games.

Pacing and sequence of activities are determined by the children's wishes, needs and abilities. Activities are flexibly scheduled, and allowances are made for unexpected events or special avenues the children want to pursue. During certain periods, the children are free playing, while at other times structured teaching is given. Teachers interrupt group activities when they are to end or when individual children are disturbing others. During rest periods, cots are arranged around the room, and teachers often rub children's backs to help them relax. Each day, weather permitting, all children are taken to Central Park across the street for outdoor play.

The educational program aims to develop language skills such as reading, writing and spelling, arithmetic, geography, and science. Field trips are used extensively in this curriculum. Children learn about the world by going out and seeing it. They study transportation by visiting a bus depot, an airport, and the shipping docks. In studying the letter B, they might take a bus trip, and for F they can visit the

fish market. Children study families by visiting the zoo to see parent and baby animals, and then go to community homes where they can see newborn babies. Children also visit museums, special exhibits, the Hayden Planetarium, the Brooklyn Aquarium, libraries, plays--anything useful in adding to their concrete knowledge and experience.

A wide range of materials is used in the center--all major art supplies, puzzles, toys, games, books, dolls, and so on. Mathematical concepts are taught with Stern materials, counting games, blocks, SRA, Greater Cleveland and Cuisinaire equipment. Children play reading readiness games, word recognition, and move through finger painting and drawing and tracing in preparation for printing. Center staff recognize that children learn through play, and a real effort is made to allow a child's natural curiosity to lead him, at his own pace, into investigation and extension of his knowledge. Many of the center's materials are ethnic, and self-image is further strengthened by the presence of appropriate role models.

Children are encouraged to sing and dance at West 80th Street, accompanied by soul music, Spanish music, classical or folk music--anything which lends itself to interpretation. Twice a week an African dancing class is held after the regular school day for both parents and children. It is taught by a friend of the director.

Learning seems to be an exciting occupation for all concerned in this center--it's a community thing, taught by people the kids see in the neighborhood every day, involving their parents and other community residents. The people work well with each other, and are friendly, concerned and warm about children and visitors alike. At this center, child-staff interaction and physical contact was initiated as much by the children as by the adults.

BACKGROUND INFORMATION

History

In May of 1966, the inadequacy of local day care facilities led the West Side Community Alliance to initiate plans for a day care center. They mobilized community support, raised funds, found a building, and recruited staff for the center's opening in September, 1966. The founders originally had to deal with fund-raising difficulties and resistance from the New York City government regarding licensing and regulations. After nine months of operation, the center was funded by OEO, in July 1967. The community has recently raised $400,000 to renovate a building for a new center. The West 80th Street center will move to this new facility in 1971.

Community

The area served by the center is on the upper west side of Manhattan, ranging from 113th Street on the north to 74th Street on the south, from the Hudson River to Central Park. Ethnic composition of this area is 40% Black, 28% Spanish-speaking, 17% Anglo, and 15% multiracial.

It is typical of this center's style of operation that it does not ask parents to divulge actual income figures; center personnel estimate, however, that 75% of the community's families are in the $3,000-$5,000 per year income level, while the remaining 25% receive between $5,000 and $7,000. Although no specific supporting data were available, the low range of incomes indicates a good deal of unemployment, under-employment and welfare assistance.

There is no transportation problem in the area, and community relations seem good as a result of effective community associations.

Center personnel, however, spoke of problems in the social service and housing areas. Social services are available, but the lack of swift and humane delivery is a subject of major criticism. Housing is described as limited and inadequate.

Several day care centers in the locality provide custodial and/or very traditional care for children from three to five years of age. The New York City Planning Commission reports that there are approximately 825,000 children under six years of age living in the city, of whom only 57,000 are served by early childhood programs, not including the kindergarten programs of the Board of Education. More than 12,000 children are on waiting lists for child care services. The West 80th Street Day Care Center, at the present time, can handle 40 pre-school children.

Parents

Ethnic distribution of the families served by West 80th Street is as follows:

Black	35%
Spanish-speaking	28%
Anglo	15%
Multiracial	15%
Indian-Arabic	5%
African	2%

The average number of children in a center family is estimated to be four. The greatest need in these families is for child care services. In addition to meeting this particular problem, West 80th Street provides a quality education program and short-term baby-sitting for other children of center families.

Specific information about the educational achievement of center parents is not available, but the center estimates that all parents have

at least a seventh-grade education, and some have high school diplomas. As of 1969, one third of the parents were enrolled in night school classes, some earning high school credits toward certification, others pursuing post high school credits.

Family status and employment figures are included in the At A Glance chart at the front. No information is available about the employment of those families headed by other relatives. The employment problems of center families were said to result from their relatively low educational levels. They are often underemployed and must work in menial and low-paying positions.

The Department of Social Services states that eligibility for admission to the day care program is to be based on the family's financial and social need. The latter might include such things as the mother's need to work, absence or illness of one or both parents, unsuitable home environment, and so on. Center policy is to not deny any child a good education as all children have a social need, considering the child's needs first, then the parents' needs. Parents are not encouraged to work in program daily, but must participate on the board of directors and can apply to work in the center. West 80th Street prefers to take only neighborhood residents, if possible, because its own curriculum is closely related to its community.

BASIC PROGRAM

Education

This program is described in the Notable Elements section of the report.

Food

The center operates both compensatory and maintenance nutrition programs. A hot breakfast is served to the children each morning, as well as a hot lunch and two cold snacks daily. Food is prepared in a kitchen area across the hall and brought to the large classroom, where it is served to children and staff. Children can serve themselves when they wish, and usually help clean up. They are scheduled to eat at certain times, but do not have to do so. Food is available if a child wants it, and he is usually given what he wants. No problems with the nutrition program were reported.

Health

On a consultant basis, a doctor provides diagnostic and referral services, emergency care, and regular checkups which include general physical, vision and hearing examinations. If a child becomes ill while in the center, a parent is called, and if his condition is serious, he is taken to nearby Roosevelt Hospital. If a child is ill for an extended period, home visits are made by the staff. The center will also provide a baby-sitter if the child's mother must continue working.

In addition, the center provides free health care for both staff and children through a Health Insurance Plan. Blue Cross is available for staff.

Transportation

Transportation presents no problem, with 98% of the children

walking to the center with their parents. This contiguity to the center is itself a notable and vital aspect of the center.

Social Services

The center spends a good deal of its time making families aware of the services to them and helping them take advantage of these services. The goal is eventual self-sufficiency for center people.

Although the center does not provide direct social services other than in the areas of housing, it gives families all pertinent information, and will do follow-up work at parent request. Most frequent referrals are about child and family health, family planning, emergency food, legal aid, and job training services. The center also does extensive job counseling.

Problems encountered in the social service area are defined by center staff as institutionalized, rather than humane service, discrimination against the poor in city hospitals, an inactive city housing program, and poor implementation of general social services. Center staff members often step in to assure families get proper service. If they don't "go down there and raise hell," service is apt to be slow or non-existent, according to the director.

Job Training

The center has trained parents and community people in several fields. Job placement services are minimal, but the director's visibility in the community has been beneficial here. Employers often contact the center for new employees.

Job Training Program Description

Type of Training	Hours of Training	Number of Trainees		Number Placed	
		Parents	Com. Res.	Parents	Com. Res.
Day Care	7 hrs. O. J. T.	8	6	8	6
Secretary/ Bookkeeper	7 hrs. O. J. T.		2		2
Cook Assistant	7 hrs. O. J. T.		1		1
Research Surveyors	7 hrs. O. J. T.	3		3	

Parent Education

The center's parent education program was designed to teach English to Spanish-speaking parents through the help of other parents and staff members. This program was recently dropped for lack of funds.

Community Organization

This is described in the Notable Elements section of the report.

THE ORGANIZATION

Policymaking

A Parent Governing Board, composed of fourteen parents of children in the program, is elected by the total parent body for a term of two years. The governing board meets bi-monthly and makes policy recommendations. It has the power to hire and fire employees, with the approval of the parent body, and it also determines the program budget. The co-director and the family worker participate as non-voting, ex-officio members.

The Technical Advisory Board is composed of parents and professionals (a lawyer, banker, etc.) selected from the community as the need arises. Its responsibilities are limited to making recommendations concerning curriculum, program content, and so on.

The co-directors are responsible for overall center operations and implementation of programs, as determined by the Parent Governing Board.

Planning--Program planning and policy recommendations are made by the Parent Governing Board and are submitted to the parent body for approval.

Budgeting--The Parent Governing Board develops the overall center budget.

Staffing--The Parent Governing Board, with the approval of the parent body, interviews, hires and fires staff. It is also responsible for promotions.

Operations--The educational skill director and all teaching staff are responsible for the daily program activities, and act as advisors to the Parent Governing Board in matters of curriculum development.

Observation of a parent meeting and general center operations revealed no serious difficulty in the formulation and implementation of policy. Overall, the efficiency of the process, the degree of coordination of parent and staff efforts, and the representation of parents in the total process were impressive.

Staff Organization

West 80th Street Day Care appears to be very well organized, with all staff members aware of their responsibilities. The co-directors are responsible for the overall operation of the center. They coordinate personnel and serve as liaison between the center and various community agencies, services, and neighborhood people. The group teachers conduct classroom activities, the social and cultural program, and supervise the youth workers.

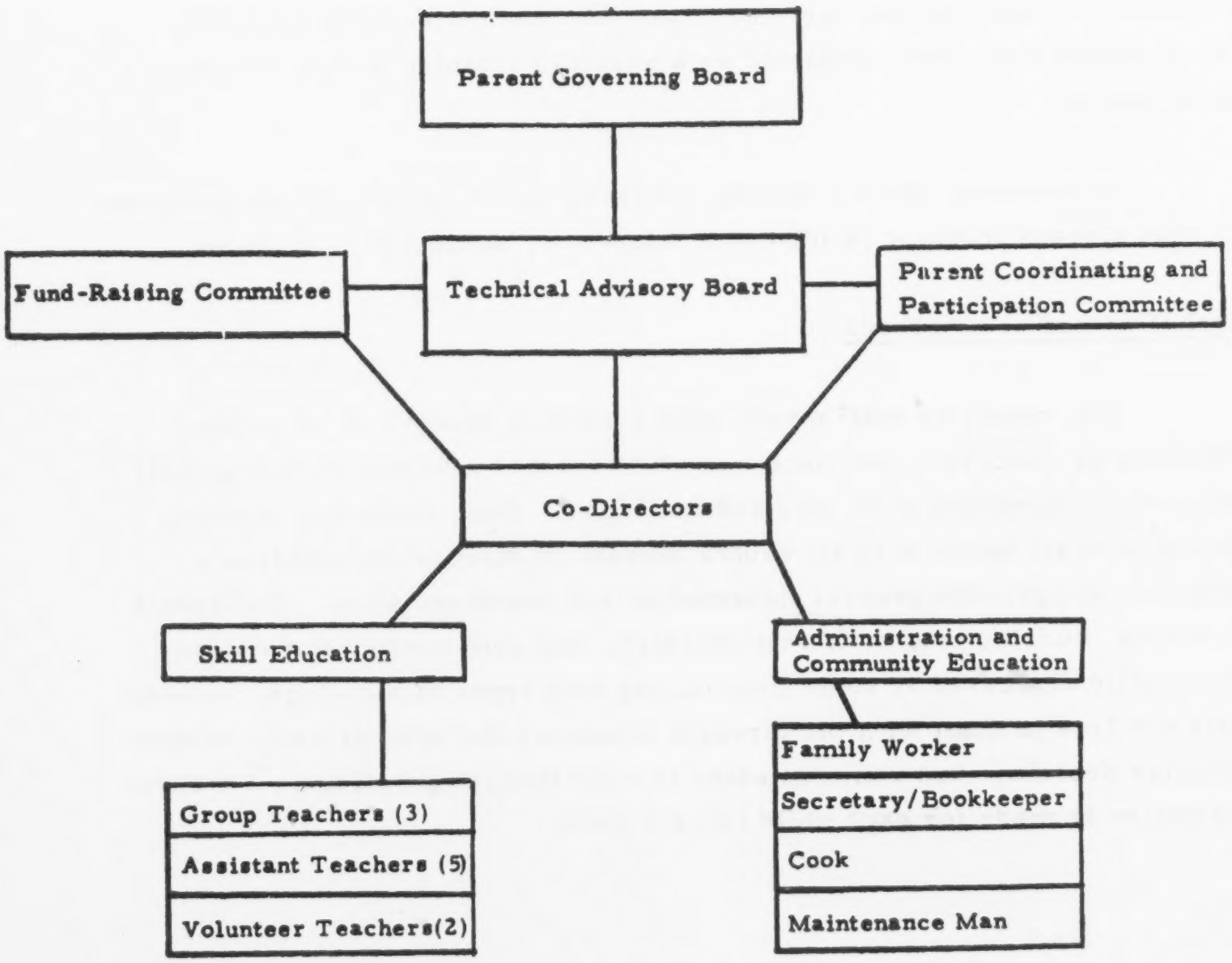
The family worker deals with out-of-center problems, organizes parents to encourage maximum participation in committees, handles public relations in the neighborhood, and does the initial pre-registration of children. The secretary-bookkeeper maintains all financial records and reports, prepares the payroll, handles banking, and performs stenographic and secretarial duties. A volunteer accountant assists her with the center's books.

Volunteers

All volunteers are thoroughly versed in the center philosophy, particularly the concept of skill and community education. Two volunteers are full-time teachers. The use of additional volunteers is minimal, except with respect to their functioning as substitutes. During the summer, there are approximately seven volunteers working in the center part-time. In winter, there are three. Scheduling of volunteers from the outside is irregular, and these people, although helpful, are not regarded as essential staff.

WEST 80TH STREET DAY CARE CENTER

ORGANIZATION CHART



Staff Training and Development

In-service training of approximately ten hours per week is used to ease new staff into their positions or to prepare employees for wider responsibilities. The training is conducted by the director or educational director in conjunction with the staff member in the appropriate area. Four teachers are taking courses in early childhood education at the College of Human Resources, and two more have just completed their courses. Three people have been promoted as a result of training during the past three years.

In addition, twice a month, professionals from nearby universities conduct classes in early childhood development, education, and so on.

Staff Meetings and Records

The complete staff meets once a week to discuss child-related problems or concerns, and once a week to discuss matters involving staff functions, community problems and activities. Once every two months, the entire staff meets with all center parents to discuss the children's progress and provide general information and communication. Children's problems, curriculum, staff relationships, and community information are usually discussed at some time during both types of meetings. Center staff are free to meet with the director whenever the need arises. Administrative decisions are communicated to staff through meetings. A written evaluation is made for each child twice a year.

WEST 80th STREET DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)*	Child Contact Hours/Week (Av. Position)*
Total Staff (16 - 15 full-time equivalent)	602	369
Paid Staff (14 - 13 full-time equivalent)	522	297
DIRECTOR	60	2
EDUCATIONAL DIRECTOR	60	5
SECRETARY-BOOKKEEPER	40	5
GROUP TEACHERS (3)	120 (40)	108 (36)
CO-TEACHERS (4)	160 (40)	144 (36)
CO-TEACHER	17-1/2	16
FAMILY WORKER	17-1/2	-
MAINTENANCE MAN	20	5
COOK	27	12
In-Kind Staff (2 full-time)	80	72
VOLUNTEER TEACHERS (2)	80 (40)	72 (36)
YOUTH WORKERS (8)	N.D.	N.D.

*Estimated

OVERALL PAID STAFF PROFILE

Sex:

Male	4
Female	12

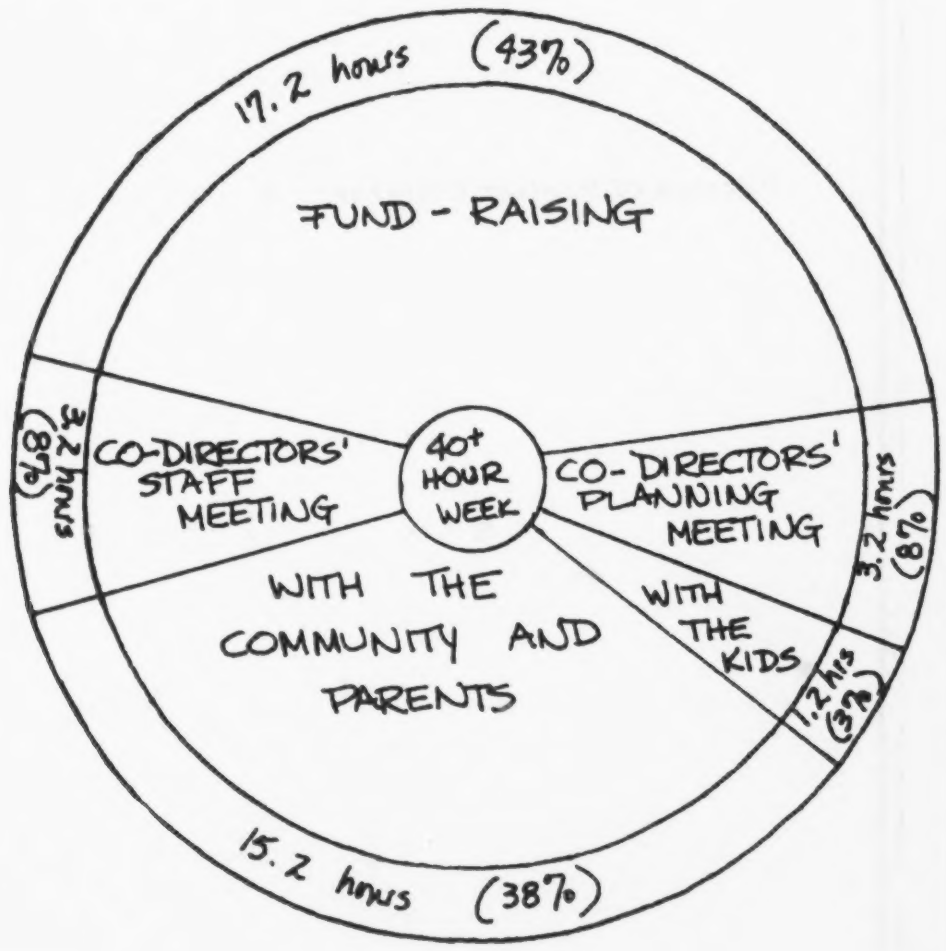
Ethnicity:

Black	11
White	3
Puerto Rican	2

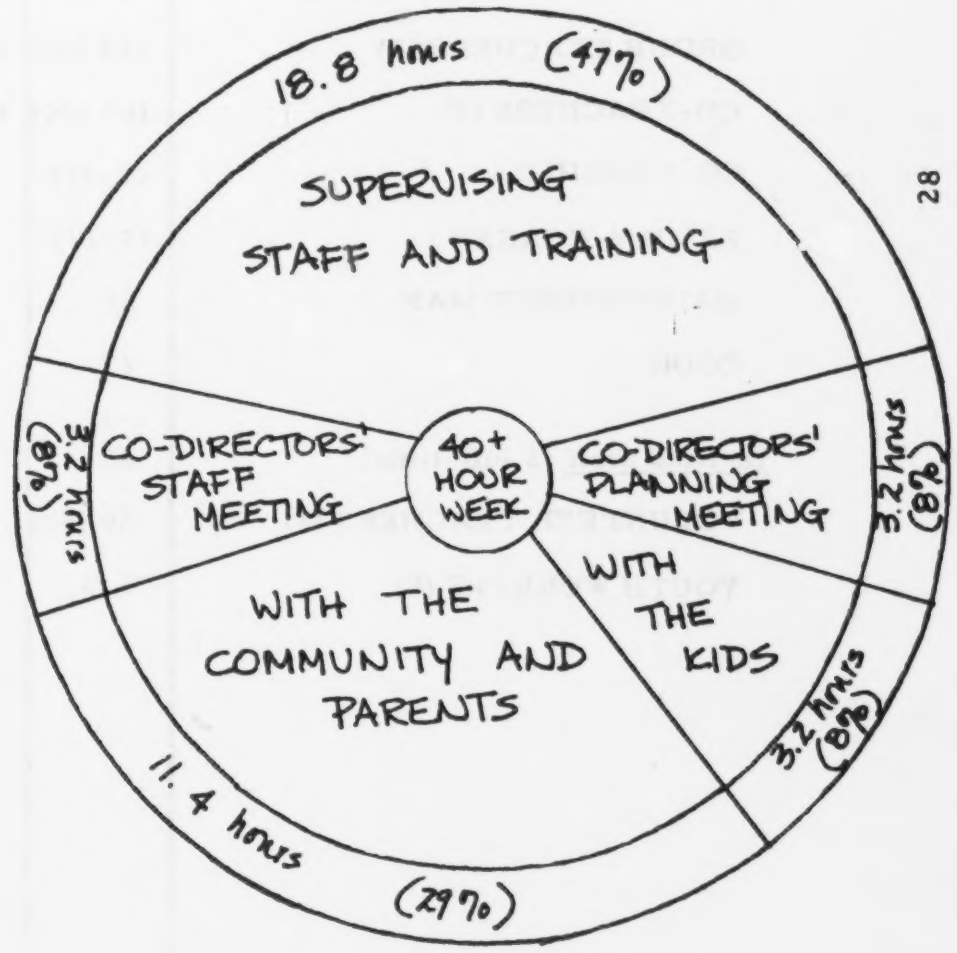
Parents of Project Children: 5

This is the way West 80th Street's Co-directors spend their time:

This is what the director for administration and community education spends it on:



This is what the director for skill education spends it on:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

WEST 80th STREET ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour
Standard Core	72.4%	$ 112,700	$3,005	$ 1.38
Varying Core	2.6%	4,000	107	.05
Occupancy	11.6%	18,000	480	.22
Supplemental	13.4%	20,800	555	.25
TOTALS	100%	$ 155,500	$4,147	$ 1.90

Personnel costs make up:
76.3% of $'s
64.1% of In-Kind
73.0% of Total ($ + In-Kind)

*costs to nearest $100, % to 1.0

BASIC CHILD CARE

	% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
I. STANDARD CORE COSTS				
A. Child Care and Teaching	54.7%	$ 85,100	$ 65,500	$19,500
B. Administration	10.7%	16,600	13,700	2,900
C. Feeding	7.1%	11,000	10,400	600
II. VARYING CORE COSTS				
D. Health	2.6%	4,000	-	4,000
E. Transportation	-	-	-	-
III. OCCUPANCY COSTS	11.6%	18,000	11,700	6,300
IV. SUPPLEMENTAL SERVICE COSTS				
F. Career Development	3.8%	6,000	-	6,000
G. Parent-Community Organization	7.2%	11,200	8,300	2,900
H. Social Service	2.3%	3,600	3,600	-
TOTALS	100%	$155,500 (100%)	$113,200 (73%)	$42,200 (27%)

IN CONCLUSION

In assessing the center's effectiveness, it is reasonable to let parents and staff speak for themselves. Here are some of the comments the observers recorded:

What parents like for their children:

> "There are more creative things than in a traditional school. Concepts are taught. Education is structured around relationships with people, which is paramount. The teacher-child relationship is very good." "She'll be more extroverted than a child attending another center." "The staff is sensitive, really responsive to the children." "We are more interested in her well-being because we take a great interest in the center and the activities."

> "Generally speaking, the teachers are good. Basically they love the children and have their best interests at heart. I find it difficult to meet my son's needs fully if we are together constantly. Now we enjoy each other more because the time we spend together is more meaningful. He enjoys food more now."

> "I like the way they run the program and the community control. City day care doesn't have the educational philosophy this program has." "I tried another center, but it was too institutional." "He'll be stronger to ward of evils such as drugs." "The teachers are understanding toward the problems of the children. They try to make up for the children who don't have." "My son's not as selfish and I am more aware of what the developmental stages of my child are." "He used to want to have me feed him -- now he feeds himself." "The education program is outstanding -- it prepares them for the world in that it makes the child aware of the community; therefore, the child is capable of adjusting." "I like the breakfast program."

> "She'll be more aware of life in general, able to grasp onto concepts more easily. I'd like her to be more militant -- she's a little too passive." "The teachers have patience with the children." "My child is learning." "The whole program is outstanding. They start teaching at a younger age than most programs."

"The program opens their minds." "She eats better, has good table manners." "She has made a general improvement, and is more sociable than before. I am able to communicate with her more." "The children are given freedom to develop. They are exposed to a variety of concepts. I also like the community involvement -- for example, the program initiated by the center to combat drug addiction."

What parents like for themselves:

"It leaves me time to go to school." "If I had the kids with me I wouldn't be able to take a job." "My wife is able to work, and we can take part in community programs." "Parents make the decisions about the program -- how it's run, hiring and planning activities." "I can participate in activities at the center." "Parents help the teachers to be aware of their needs." "I can attend school as well as work, and I am chairman of the Parent Board." "There is care for my child while I work."

"The program allowed both of us to work." "I can participate in peace marches and am interested in organizations for health programs, better schools, the drug problem."

What parents don't like:

"The physical plant is the greatest obstacle. There is a definite need for money to run the place at a more functional level." "Parents have a say, but they need more information to make decisions."

"Naps -- he hates them." "The building is poor." "The educational program should be improved." "The present physical conditions -- i.e., the facilities."

Staff remarks are:

"I like to see children talking about things, especially when they're unhappy. I think it's important that they question why they are ordered or suggested to do anything." "I plan to stay with the program for several years." "Some decisions are not made efficiently because everyone has a say." "I like the staff attitudes toward the children, the social relationships. I'd like to see more parent involvement."

"When there are staff meetings staff oftentimes has to run back and forth between the meeting and caring for the children. If there were more funds, additional staff could alleviate this problem or problems such as this." "One of the most salient qualities of a good teacher should be patience as well as an understanding that the children are people from whom the teacher can learn."

"The children will be able to speak freely, they will have self-confidence, and they will not be afraid of people. They will have respect for themselves as well as other people." "Parent participation is essential. They are the structure of this program."

"There is an opportunity to go to school at Fordham for further training in early childhood education." "I like the freedom teachers and children share with each other. I don't like the overcrowding." "I encourage the children to develop their personalities, to be able to express their feelings." "Parents seem to work with and understand the children much better." "There is a possibility that I could move up the ladder as a group teacher with more pay."

"Teachers need to have respect for the children's feelings, and provide love and understanding." "I am taking courses leading to a degree in early childhood education." "I like the community and parent control. We have inadequate space."

"The children need lots of love and self-confidence." "Parents simply rubber stamp others' decisions." "Parents come from the same background as the children, and generally, teachers from the same background as pupils make the best teachers." "This facility is poor." "The program frees mothers to go to work. The children get food." "Staff opinions and expertise are not elicited by the policy board."

The observation team which visited West 80th Street in November 1970 was favorably impressed with the quality of the day care program for the center's children. At the basic care level, every element was present and effectively handled: protection, nutrition, general stimulation of mind and body, health care, and tender loving care. Moreover, the center has a rich mixture of services designed to meet many of the needs of the children, staff, parents and community-at-large:

For children:	self-image enrichment; skill teaching for self-reliance and determination; communication; peer cooperation; community awareness; health and nutrition; cross-cultural appreciation; drug education; the chance to "just walk over" to their "own school."
For staff:	in-service support; advancement through training; adequate pay; classroom freedom; strong community support.
For parents:	chance to work; awareness of adequate care for child; cross-cultural appreciation; maintenance of parent role; community control of program; social service referrals and other assistance; parent community social events; great ease of access (everyone walks).
For community:	very unusual, effective help in community organization; flow of information about center activities

through media; better housing through center activities; significant volunteer opportunities; social services information and liaison.

West 80th Street is an excellent example of a way a community can do-its-own-thing, well, by organizing to meet the needs of its children.